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for Quality Assurance at Institutional Level“**

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WP12

Quality and Secondary Education

National study – Poland

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IBAR Project
Work-Package11

Quality and Secondary Education Poland

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WP12 – Quality and Secondary Education – PL

1. Methodology

Methodology: the analysis of documents and semi-structured interviews including number of respondents interviewed/contacted in individual categories. Approximately [?? - the total number will be delivered. It is 48 for AMU + BWS] respondents were surveyed – see below.

The study involved the HEIs previously surveyed as part of other Work Packages of the IBAR Project: Adam Mickiewicz University (AMU), Warsaw School of Economics (WSE), Technology University of Lodz (TUL) and Bielska Wyższa Szkoła (BWS)

<p>UAM</p>	<p>The Report has been developed based on the analysis of the documents:</p> <ul style="list-style-type: none"> • Previously analysed in WP packages • And of new documents: <ul style="list-style-type: none"> ○ Strategic card for operational objective 3.1 comprised in UAM Development Strategy – this section outlines the tasks aimed at “the growing role of the HEI as a culture forming institution in the region”, including cooperation with high schools, as well as the list of initiatives initiated by the HEI with the aim of enhancing this cooperation ○ Selected examples of “agreements” concluded between the UAM authorities and high schools on patronage offered over certain profiled classes (e.g. the faculty of chemistry develops patronage over a form majoring in chemistry) ○ Selected examples of “letters of intent” regarding the issue in question ○ Lists of initiatives carried out by the Faculty of Chemistry of UAM as part of its cooperation with high schools (lectures conducted at schools, academic classes, etc.) <p>Also, interviews carried out with the representatives of UAM, of high Schools and the Education Office in Poznań served as the contribution to this report.</p> <p>The interviews were held on June 5th and 6th. The authorities of the Faculty of Chemistry in their premises hosted four directors of high schools cooperating with the Faculty and four teachers participating in this cooperation. The invitation was also extended at two representatives of the Education Office and eight high school students – the beneficiaries of the cooperation. The interviews took the form of a broad discussion on the questions covered by the questionnaire – a kind of seminar took place, regarding the relationship between the higher and secondary education. A separate meeting was organized by the researchers with the high school students. In addition, the interviews were conducted with the UAM representatives: two officers of quality assurance office, the Director of UAM Education Department, the Dean and Vice-Dean of the Faculty of Chemistry, as well as four lecturers from the Faculty.</p>
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	In total 26 people were interviewed.
BWS	<p>The research related to BWS involved two high schools:</p> <ol style="list-style-type: none"> 1. W. Kopaliński Bilingual High School in Bielsko-Biała (DLOK) The High School is to commence its operations in academic year 2013/2014, therefore the research materials collected refer to organizational provisions. 2. Academic Bilingual High School in Bielsko-Biała (ADLO) The school, which has been operating since 2003, is a small exclusive institution with up to 100 students. <p>The interviews were conducted on June 7th and 14th; the directors, teachers and students were interviewed in the school buildings. Also, in the BWS’s premises the talks with the Dean and Vice-Rector took place. Due to relatively small size of BWS and the related high schools and in view of regional character of the HEI, the cooperation is not based on any formal documents. .</p> <p>In total 22 people were interviewed.</p>
TUL	To be completed
WSE	To be completed

2. National policies on aligning secondary and higher education

National Policy concerning the progression between high schools and HEIs is primarily based on recognizing the results of matura examination as the criterion of admission by a HEI. This relation seems to be strongly emphasized and expressed in a common view, stating that “maturity exam” is a prerequisite of being eligible for higher education; it does not apply to any other type of “maturity”.

It is noteworthy that matura examination is not obligatory for high school graduates. However, if they do not take this examination, they obtain a certificate of graduation from high school, not accompanied by the matura certificate. Only matura certificate, unlike the certificate of graduation, entitles the graduates to apply for higher education courses. Approximately 80% of high school graduates take the matura examination; of which 90% declare their intention to enter a higher education course; 70% of those taking the matura examination ultimately take up a higher education course. The matura exams in particular subjects can be taken at basic level – with the examination verifying students’ achievement as regards the national curriculum of the subject. Alternatively, an extended level exam can be taken, which is a competition-based exam evaluating an individual student’s achievements, exceeding the national curriculum as the minimum.

HEIs publish their recruitment requirements for particular courses (specific degree programs of the first cycle of education – BA, engineer) approximately one year in advance. HEIs also specify the subjects to be passed by a high school graduate during their matura examinations; the minimum admission score (percentage) is defined. HEIs are entitled to administer an additional entrance exam; however, there are very few cases of doing this.

The main objective of a similar exam is verifying a candidate's specific predispositions (e.g. artistic ones), which are not subject to matura examinations. With the number of various degree programs offered in Polish higher education and in the academic year 2011/12 and totalling at 118, 88 recruited students basing exclusively on matura exam results. The admission to 40 types of courses matura results were considered in 2 subjects related to the major of the course; in case of 46 courses – the results in only one subject were considered. For medical courses the matura results in 3 subjects were taken into regard (biology, chemistry physics). From the academic year 2013/14 in its recruitment process each HEI is obliged to consider the matura results in at least one subject passed at extended level. Although the matura exam is commonly referred to as a test, it does not comprise exclusively multiple choice tasks with the correct answer to be selected from a list of options. The exam consists of a variety of other forms of verifying an examinee's competences. Examination sheets, in particular those administered at extended level are consulted by the examination committees with academic communities. This close relation between the matura exam results and admission to a selected course of studies determines the character of learning/teaching process in high schools, which tends to be very strongly oriented towards succeeding in the matura exam. However, it should be noted that every candidate with matura certificate wishing to be admitted to a higher education course in Poland has a good chance to realize this plan, as the educational offer exceeds the demand for it. Thus, entering the most popular or desired HEIs may be problematic for a candidate. Therefore each student during the last year of high school education (and during the matura exam) selects the set of subjects, determining their admission to a preferred course or HEI. Students typically focus their attention and efforts on the selected set of subjects. Does "exam-oriented" learning affect the quality of education and the level of cognitive development in graduates? There is no simple answer to this question, as the new matura format has been applied for a few years now; apparently, not until another 10 years will pass, will it be possible to publish relevant research findings related to educational, personal and professional success of today's graduates. High school teachers seem to be more worried about "answer key- focused learning", limited to working out correct answers to matura exam questions, which constrain students' thinking.

On the other hand, we can provisionally try to answer the question concerning the effectiveness of the new approach towards recruitment, as well as forming the progression path between high school and academic education, measured by educational success of a HEI's student. Research carried out by the University of Wrocław and focused on its students (see the materials of the II Educational Congress, June 2013) seems to confirm a close relationship between the indicators. The candidates with the best matura results tend to be the best students; the candidates with the lowest results turned to be the weakest students. Students with average results seem to be less predictable; they either succeeded or failed, or remained "average" students.

In the process of progression between high school and higher education in Poland a special role is played by thematic competitions (referred to as Olympics). The competitions are organized for high school students and focus on particular disciplines. In Poland as many as 30 similar competitions are organized annually; most of them under the patronage of scientific and artistic associations or HEIs. Typically a competition consists of three stages:

- Stage One is organised at school or regional level – in certain cases it requires writing an assignment or solving tasks prepared by the committee of a particular competition;
- Stage Two is held at the voivodship or intraregional level (it is entered by the best contestants selected after Stage One);
- Stage Three, the final one, is held at national level and typically takes place in the city where the organiser's headquarters is located.

The finalists of any competition recognised by the [Ministry of National Education](#) are exempted from taking [the matura exam](#) in a particular subject; at the same time they obtain the grade of 100% in the extended level exam (provided that a matura exam in this subject has been selected). Finalists, in particular, laureates are also offered preferential terms of recruitment to HEIs. Laureates are admitted by most HEIs with no additional recruitment requirements. In some competitions laureates are granted financial prizes; also, individual laureates are selected to take part in international competitions. Since 2008 the laureates of certain competitions are invited to participate in a summer camp *The Olympic Village*, organized by a Scientific Association [Collegium Invisibile](#), under the patronage of the Rectors of the [Jagiellonian University](#) and the [University of Warsaw](#).

Selected subject competitions providing the exemption from matura exam include

- [artistic competition](#):
 - art section – exempts from matura exam in the history of art
 - music section – exempts from matura exam in the history of music
- [biology competition](#) – exempts from matura exam in biology
- [chemistry competition](#) – exempts from matura exam in chemistry
- [philosophy competition](#) – exempts from matura exam in philosophy (since 2009)
- [physics competition](#) – exempts from matura exam in physics and astronomy
- [geography competition](#) – exempts from matura exam in geography
- [history competition](#) – exempts from matura exam in history
- [computer science competition](#) – exempts from matura exam in computer science
- [English competition](#) – exempts from matura exam in English
- [Polish language and literature competition](#) – exempts from matura exam in Polish
- [mathematics competition](#) – exempts from matura exam in mathematics
- [competition in knowledge about Poland and modern world](#) – exempts from matura exam in social studies

The legal framework determining the organisation and the principles of functioning of subject competitions (the Olympics) is constituted by the following regulations:

- Act of July 7th 2005 on Higher Education – Art. 169, item 8, stipulating that: *Detailed rules for admission to degree programmes in a public higher education institution applicable to winners and finalists in national-level school contests shall be laid down by the senate of a higher education institution (...).*
- The Directive of the Minister of National Education of April 30th 2007 on the terms and mode of evaluating classifying and promoting pupils and students; on administering tests and examinations in public schools (published in Dz. U. No 83,

item 562), which stipulates that winners and finalists of subject contests and winners of voivodship- or higher-level subject competitions are exempted from the matura exams in those particular subjects, with an excellent grade granted.

- The Directive of the Minister of National Education and Sport of January 29th 2002 on organising and conducting competitions, contests and the Olympics (published in Dz. U. No 13, item 125), which specifies the mode of conducting the Olympics.

HEIs are not directly granted any special funding for high school candidates acquisition and optimising their “adjustment” to a HEI’s requirements. However, similar funds can be obtained in various ways. Most EU funding schemes such as “Human Capital”, “LLL” and many others are open to applications to finance similar activities. In addition to this, in Poland state budget funding is strictly determined by the number of students, i.e. budget subsidies are calculated on the basis of an algorithm, where this number is also considered. This is the only formula providing HEIs with funding to acquire high school candidates.

3. Institutional policy on quality and progression from secondary to higher education

UAM	<p>According to a general opinion shared by high schools, the cooperation with HEIs functions exceptionally well and develops dynamically – in UAM selecting the applications and offers submitted by high schools appeared to be necessary. The initiative of commencing the cooperation is mutually accepted; this is followed by the Rector’s consent, granted at a Dean’s request and based on the Senate’s resolution. The scale of cooperation can be illustrated by the number of agreements concluded between the authorities of AMU and high schools, which amounts to approximately 100; this complies with the strategy of the HEI’s cooperation with its environment.</p> <p>The motivation in HEIs to further develop similar cooperation is reinforced; they care for students, due to their extensive resources of academic staff and unfavourable student – teacher ratio in terms of the HEI’s effectiveness. A substantial inflow of students improves the effectiveness. However, their fundamental motivation is related to their civic responsibility for the future of the country – they wish to educate excellent graduates, highly involved in the future of the country.</p> <p>The forms of cooperation include:</p> <ul style="list-style-type: none"> • Conducting high school didactic activities in UAM premises, with the participation of university teachers – this applies, in particular, to laboratory classes not carried out at schools; also, attending lectures, using the library / reading room, etc. • HEI’s patronage over thematic school forms (e.g. majoring in chemistry) • Conducting classes in high schools’ premises by university teachers • “science days” at schools – activities aimed at popularising science, preparing students to work in academic environment. • UAM initiative “University in your school” – video conferences between schools and the university, online lectures given by UAM professors. Similar initiatives are supported by the national project “Digital School”, providing schools with the possibility of purchasing tablets for pupils to be used for the purposes mentioned.
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	<ul style="list-style-type: none"> • Students’ (BA) internships at schools • Presentations given by pupils aimed at popularizing the idea, e.g. during “science days” • “researchers’ nights” – pupils’ evening and weekend visits at lectures and in laboratories • Summer scientific camps for students with the participation of gifted high school pupils <p>The observed benefits from this cooperation include:</p> <ul style="list-style-type: none"> • Increasing the quality of the activities performed at school, both by students and teachers • Basic curriculum imposes a very tight programme, while university workshops enable pupils to develop their individual interests. • Profiles offered to pupils – their selection of a group is closely related to the forms of cooperation with HEIs. <p>The benefits outlined by pupils include:</p> <ul style="list-style-type: none"> • The prestige and pleasure of attending an academic class, learning more about the HEIs mode of operations, including the exam system • Difference in examination-oriented approach between high schools and HEIs – pupils appreciate the opportunity to recognize this • Access to laboratories which is not offered by high schools for specific activities • Information received on higher education in practice, pupils learn about academic environment; this ultimately helps them make decisions on their academic and Professional careers • Establishing relationship with students, enhanced motivation for further education, future prospects. Pupils’ trust in promoting materials is relatively low, they rely more on the opinions expressed by university students.
BWS	<p>ADLO was established by BWS. Naturally, close cooperation between this high school and the HEI can be observed. However, it is a very specific case. Every pupil is offered an Individual Educational Programme, based on the analysis of their strengths. All the pupils are also provided with the coaching programme, which is supposed to facilitate the choice of a preferred HEI.</p> <p>DLOK has not developed close cooperation with any HEI. This high school educates pupils to take the matura exams, basing on the current national curriculum. However, talks focused on selecting an appropriate HEI are conducted regularly and start in the first year of high school education. This is due to varying provisions specified by different HEIs as regards extended level matura exams required. Consequently, a pupil needs to take the decision concerning their extended level matura exams relatively. Apart from this, a number of pupils (30% of last year pupils) study in Great Britain. In case of British HEIs, applications are required as early as two years in advance; therefore, a student and their parents are obliged to make the decision early enough.</p>
TUL	To be completed

WSE	To be completed
Synthesis	To be completed

4. Arrangements for access to higher education (cross-reference to WP6)

UAM	<p>As regards the high school leaving point and entering a HEI, the process of transfer is guided by the results of matura exams. The HEI considers this tool to be very effective in the recruitment process, as the candidates' objective results are compared nationally. The significance of weights, extended subjects and other specific features of matura results is appreciated, as all these factors can be useful in the recruitment process. The system seems to be perfect for the needs of formal recruitment. However,</p> <ul style="list-style-type: none"> • Teachers and pupils would prefer additional forms of checking a candidate's competences (portfolio, interview...). • Interviewing a candidate would also allow them to verify their expectations towards the studies. <p>Other forms of adjustment – see the examples of cooperation mentioned above.</p>
BWS	<p>Recruitment process is conducted on the basis of the matura results. Therefore, the high schools surveyed focus primarily on preparing students to pass the matura exams.</p> <p>ADLO intends to offer academic blocks designed for individuals wishing to prepare for the studies. At the same time academic courses conducted by BWS are offered for the parents of the pupils entering their high school education. This initiative remains in line with the LLL provisions, and is aimed at providing the parents with specific competences in the areas, which they have not entered yet. They include classes in painting, make up or visage skills.</p> <p>During meetings with parents DLOK offers discussions on studying. Due to the procedures, typically requiring the decisions on the HEI selection to be made in advance, it is necessary to supply parents with the information on HEIs recruitment requirements. At the same time during regular classes with their class master pupils are encouraged to browse HEIs' offers and to Take decisions regarding their academic career.</p>
TUL	To be completed
WSE	To be completed
Synthesis	To be completed

5. Special institutional arrangements – academic, personal, social, geographic, administrative etc – to assist students in the first year of higher education

UAM	<p>It is obligatory for HEIs to offer the freshmen the following training:</p> <ul style="list-style-type: none"> • Compulsory training in safety and health, • Library training – at a faculty's discretion, usually held within the first weeks, • Intellectual property protection (required under NQF, Has to be
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	<p>incorporated in the curriculum, not necessarily within the first year). The advancement of first-year students is not monitored with a special attention – it is followed in a similar way as that of other students. The Education Office monitors the rate of students leaving their studies, which reaches up to 25% among first-year students within the HEI.</p> <p>In particular, for the students of strict sciences and technical fields special compensatory courses in mathematics, physics and other subjects are offered to overcome knowledge deficit after graduating from high school.</p> <p>There is no special training provided for the teachers of first-year students. The HEI has a special unit offering psychological care to students over their adaptation period (a psychologist at the HEI)</p>
BWS	<p>BWS provides its first-year students with supplementary courses, aimed at achieving learning outcomes at the secondary education level (ultimately, level 4 in NQF), which determines commencing a university course. The courses are dedicated for the students lacking suitable competences in the disciplines they wish to study, e.g. computer IT (for computer science), graphics (for architecture), mathematics (for all the faculties). The HEI does not provide any special training for the teachers of first-year students. The HEI’s internal quality assurance system monitors learning outcomes accomplished by students; a special survey is offered for first-year students to be completed.</p>
TUL	To be completed
WSE	To be completed
Synthesis	To be completed

6. Preparation of secondary school pupils to take maximum advantage of the higher education opportunity offered to them.

UAM	<p>The HEI does not require a significant level of independence from its first-year students – they have many compulsory classes, individual activity is expected to develop at more advanced stage of their academic career – they need to study on their own. At the Faculty of Chemistry students can select 7 subjects – and obtain up to 30 ECTS credits.</p> <p>For the high schools Directors and teachers entering the system of higher education is a priority, significantly shaping the process of education. They are aware of the discrepancy between “entering” a HEI, which is determined by passing the matura exam, and studying at a HEI, which requires specific skills different from those required to pass the matura exam. They admit that their teaching is “recruitment-oriented” rather than studies-oriented. In this connection the relationship and cooperation between high schools and HEIs seems to be of crucial significance – it allows pupils to develop their view on the nature and requirements of studying.</p> <p><u>The opinion expressed by the pupils on how high schools prepare them for studying is quite shocking! They do not feel that the knowledge acquired to pass the matura exam is useful for independent studying. The examination test tasks are focused on spotting mistakes rather than verifying extensive knowledge and the ability to reflect. This bias constrains, among others, cognitive independence and autonomy, discourages from bold and</u></p>
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	<p>independent research and problem solving. It does not develop the abilities expected in HEIs: problem-solving based on making independent hypotheses, verifying them or making mistakes. For instance, an examination essay can be disqualified due to minor formal mistakes, with its contents comprising independent reflecting often being underestimated. <u>Similar approach completely discourages pupils from learning.</u></p> <p>Particularly gifted pupils are advised to take part in subject competitions, which are highly valued as incubators of talents – the contests reach far beyond the national curriculum. At UAM 50 competition winners are admitted annually – the number of finalists commencing studies is higher. The municipality of Poznań grants scholarships to the winners of competitions to encourage them to study in Poznań (and remain in this city). In such cases individual supervision is frequently offered by schools and HEIs. However, pupils express their concern – in their opinion the level of the Olympics is exceptionally high. In order to win one has to be a genius or take extra private classes.</p> <p>At AMU there are individual cases observed of admitting to studies gifted pupils, with no matura certificate; institutional solutions are investigated, as similar cases are not regulated by law. At AMU There have been 3 cases of similar informal approval; the students receive credits as unenrolled, waiting for granting them the formal status of a student and assigning the ECTS credits obtained.</p> <p>There is no systematic financial support from the state provided to gifted pupils – with few incidental scholarships granted.</p>
BWS	<p>Student self-government functions at the HEI; at the very beginning of each academic year they inform first-year students on the opportunities they are offered at the HEI; they also emphasize student autonomy in the process of studying. Due to the HEI's small size, students are able to exchange information easily – no further systemic activities are carried out.</p> <p>In case of DLOK no supplementary classes are offered, aimed at equipping pupils with the skills they need to function as students. However, high school graduates are frequently invited to participate in class master's lessons; they share with pupils their experience as students of particular faculties. Primarily, the objective of these meetings is to familiarise pupils with certain fields of studies, they are not focused on the study-related issues.</p>
TUL	To be completed
WSE	To be completed
Synthesis	To be completed

7. Alignment of quality assurance requirements for secondary education with those for higher education

Quality assurance system at secondary education level is based on 2 principal elements:

- Continuous monitoring of general education institutions, including terms and the process of teaching, accomplishing the requirements of the national curriculum for high schools, as well as other elements of education. It is noteworthy that the national curriculum is formulated with respect to learning outcomes and, to a large

extent, it complies with level descriptors of the Polish Qualifications Framework, although PQF has not been formally introduced in general education.

- The operation of Examination Committees (national and regional), which simultaneously administer a matura exam identical for all the pupils in Poland.

Quality assurance system relevant for higher education is based on the following elements:

- internal quality assurances systems, obligatory for HEIs under the Law on Higher Education and its amended version of 2011. Their objective is, among others, forming programmes in accordance with level descriptors of the Polish Qualifications Framework. The issue of adapting graduates may be incorporated into the system; however, it remains at the HEIs discretion.
- External quality assurances systems offered by the Polish Accreditation Committee (PKA) (obligatory) and by community (Academic) Accreditation Committees (optional). In each case the process of verification is focused on checking the compliance of programmes and validation of learning outcomes with the level descriptors of the Polish Qualifications Framework. The methods applied in student adaptation process to a HEI's requirements is appreciated in the process of quality evaluation, however, there is no separate corresponding criterion placed on the list of standardized evaluation criteria applied by the Polish Accreditation Committee.

As we can see, the overlapping area of the two quality assurances systems comprises the requirements towards the contents of the programme: formulated with respect to learning outcomes and referring to PQF level descriptors. The full implementation of PQF is expected to further stabilize the situation.

UAM	Adjusting the competences of high school graduates to the requirements of a HEI does not take the form of a separate recommendation within the existing HEI's quality assurance system. Similar initiatives are subject to a particular faculty's decision; most faculties offer a form of adaptation – see compensatory courses mentioned above. In case of the Faculty of Chemistry surveyed, there are no complaints received regarding insufficient readiness in candidates to take up studies. Whenever complaints are submitted, they are dealt with on the basis of individually offered support.
BWS	Adapting high school graduates' competences to the HEI's requirements is based on offering supplementary courses (as described above) to all the students admitted. The courses are optional, not obligatory.
TUL	To be completed
WSE	To be completed
Synthesis	To be completed

8. Formal processes in which the secondary and higher education sectors communicate with each other:

- **Institutional level**
- **National Level**

UAM	National level: there is no obligation to communicate, stipulated by regulations. It seems advisable to establish a forum for communication; however, no attempts to organize it have been made yet. In addition, the two sectors are
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	<p>formally separated, as there are two different ministries responsible for them – the Ministry of National Education and the Ministry of Science and Higher Education.</p> <p>There is willingness in institutions to develop such communication. One of the advantages of such situation is the authentic character of this communication, resulting from genuine needs. There are certain elements required by law and regarding teacher training – e.g. student internships. The authorities supervising high schools (Education Offices) are obliged to provide students with such internships.</p> <p>Many HEIs are responsible for their own high schools; in a similar case full communication occurs. UAM does not manage its high school.</p>
BWS	<p>There are no solutions at the national level; the manifestation of this approach is the fact that there are two separate ministries related to education: the Ministry of National Education responsible for education at general level and the Ministry of science and Higher Education, responsible for higher education. Institutional cooperation can be observed. BWS takes a number of measures aimed at improving communication with high schools, e.g. it organizes open days or gives short presentations in high schools. The activities of this type also include establishing by BWS their high school. Due to a small size of DLOK it does not receive much information. Education Offices do not provide any information of this type – they offer teacher training, however, it is focused predominantly on regulations in force.</p>
TUL	To be completed
WSE	To be completed
Synthesis	To be completed

9. Achieving more efficient alignment between secondary and higher education curricula

UAM	<p>The HEI, in principle, does not adapt its educational programmes to high schools curricula. In this connection the implementation of PQF for the whole system of education seems to be related to great expectations (so far it has been introduced for higher education only). Upon its full implementation it is expected that the role of points of reference will be fulfilled by universal descriptors applied at the framework levels corresponding to the requirements to be met by the institutions of secondary and higher education. Individual results are considered as regards candidates wishing to study strict and natural sciences. According to HEIs, the candidates admitted demonstrate a gradually deteriorating level of academic skills – the worst students are offered free compensatory courses. In some cases, when insufficiencies were observed in national curriculum, concerning a particular subject (e.g. physics), the missing material was incorporated into the programme.</p> <p>HEIs evaluate the high schools curricula and the level of candidates' preparation on the basis of the matura results and students' performance during studies. HEIs contribution to the development of PQF is impressive, as regards the levels corresponding to higher education. HEIs receive <i>generic descriptors</i> for the levels of qualifications framework, as well as descriptors for 8 areas of</p>
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	<p>education. They need to conform to them when they develop course programmes. The two sets of descriptors mentioned above have been specified by expert teams for particular areas. As far as levels 1-4 EQF / PLQF are concerned, HEIs participated in a public debate, covering this topic. Generally, respondents claim that they are very satisfied with the cooperation between AMU and high schools; they do not see the need for its fundamental alteration: they can develop cooperation according to their needs, funds are relatively easily available. Furthermore, the participants can see mutual interest, there are no legal constraints reported.</p> <p>However, the question of growing scale of this cooperation should be considered. It is also worth considering whether similar cooperation should be extended over smaller provincial high schools, located in non-academic towns. The ownership status of a high school does not seem to be relevant in this respect, as all high schools provide their pupils with state certificates; also, matura exams are conducted exclusively by state committees, according to a unified set of principles.</p>
BWS	<p>Matura exams seem to be a factor determining relatively limited scope of cooperation between HEIs and high schools, whose efforts are mainly focused on preparing their pupils for matura rather than for their further academic career.</p> <p>The respondents indicated a number of activities which might improve cooperation between the two sectors, as follows:</p> <ul style="list-style-type: none"> – increasing the autonomy of high schools by means of mitigating the involvement of the Ministry of national Education in educational programmes. – enhanced cooperation between the Ministry of national education and the Ministry of Science and Higher Education – the implementation of PQF at general level may contribute to developing cooperation between HEIs and high schools, although the respondents are sceptical in this matter, primarily due to some difficulty posed by defining the fifth level. There is a controversy whether the level mentioned can be referred to as general or higher. – deeper involvement of high school graduates currently studying in sparing knowledge with high school pupils.
TUL	To be completed
WSE	To be completed
Synthesis	To be completed

10. Conclusions and recommendations:
[to be completed]

11. References

1. The Act of July 27th 2005 Law on Higher Education and its amended version of March 28th, 2011.
2. The Directive of the Minister of National Education of April 30th 2007 on terms and mode of evaluating classifying and promoting pupils and students, as well as administering tests and exams in public schools.
3. The Directive of the Minister of national Education and Sport of January 29th 2002 on organising and conducting competitions, contents and the Olympics.
4. The materials of II Educational Congress, the Institute of Educational Studies, June 13th – 14th 2013 (in particular the session “A high school graduate goes to a university”)